



# The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Non-Tested Subjects and Grades

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## Purpose

**To discuss possible ways to include 4 groups of teachers in a performance-based compensation system, i.e., teachers of:**

1. non-tested subjects (e.g., art, music, physical education, foreign languages);
2. non-tested grades (particularly high school and pre-kindergarten to Grade 2);
3. English language learners; and
4. students with disabilities.

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## **New module in the *Guide to Implementation* on the CECR website**

<http://www.cecr.ed.gov/guides/other69Percent.pdf>

### **Module discusses:**

1. why it is difficult to assess the effectiveness of these four groups of teachers;
2. potential ways to measure their productivity; and
3. advantages and disadvantages of each of these alternative approaches.

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## **A few caveats**

1. Teacher opinion on this subject is far from uniform. The opinions of other experts on this subject also vary widely.
2. Each strategy discussed in the module has both advantages and disadvantages. None is an ideal solution.
3. Examples were included in the module where available to illustrate lessons learned from early implementation efforts. However, the examples are not even, which reflects the fact that the field itself is uneven and is still evolving.

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## Potential ways to include teachers of non-tested subjects in the compensation system

1. Establish school-wide performance bonuses only.
2. Create separate eligibility criteria that allow non-core teachers to qualify for some, but not all, of the performance awards that teachers of core subjects can earn.
3. Use measures other than student test scores to determine non-core teachers' eligibility for rewards.
4. Adopt or develop new student tests to assess teacher performance in non-core subjects.

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## Potential ways to include teachers of non-tested grades (pre-K to Grade 2) in the compensation system

1. Use student results from adaptive tests such as the DIBELS or MAP to assess teacher performance at the early grades.
2. Create a developmentally appropriate rubric to assess how well teachers are supporting young children's development on dimensions such as cognitive development, social/emotional development, and language acquisition.
3. Use measures other than individual classroom achievement.

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## Potential ways to include teachers of non-tested grades (high school) in the compensation system

1. Use existing tests that were developed for other purposes to estimate teacher contributions to student learning in grades that do not administer standardized achievement tests.
2. Adopt or develop new end-of-course tests.
3. Base rewards for high school teachers on department-wide performance, rather than individual classroom performance.
4. Supplement student test outcomes with school-wide measures such as high school dropout and graduation rates.

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## Potential ways to include teachers of English language learners in the compensation system

1. Base performance rewards for teachers of ELLs on school-wide achievement gains or reward them by team when ELL performance improves.
2. Use student gains in English language proficiency, in addition to gains in subject matter knowledge, as an additional performance measure for teachers of ELLs.
3. Use knowledge and skills-based pay structures to reward teachers of ELLs for their expertise.

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## Potential ways to include teachers of students with disabilities in the compensation system

1. Base performance rewards for teachers of students with disabilities on schoolwide achievement gains.
2. Reward teacher teams when the performance of students with disabilities improves.
3. Develop a new “student sharing” average to assess the performance of special education teachers.

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## Conclusions

1. It is clear that a wide range of experiments is underway to assess the performance of *all* teachers.
2. Eventually, we hope to reach consensus about optimal approaches.
3. At present, however, there is no best solution. Each potential approach entails some difficulties, and teachers and other experts simply do not agree about many of the solutions presented.
4. Nevertheless, we are inclined to discount some of the objections and accept certain problems.

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## Conclusions (cont.)

4. We are also inclined to advocate for certain solutions, e.g.,
  - state-led development of end-of-course tests to measure the performance of h.s. teachers
  - English language development tests to measure the performance of ELL instructors
5. Until these types of measures are available, we should reward those teachers that we can based on individual measures and others via school rewards.
6. Getting incentives in, even imperfectly, is needed to change outdated teacher compensation systems that do not reward outcomes and results.